

Mediatory Impact of Expert Class to the Change of the Entrepreneurship Intention: A Case Study of Entrepreneurship Courses in XXX University

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Abstract

Scholars have arguments on the impacts of experts in entrepreneurial intentions inside the entrepreneurship courses. Most scholars agreed that it has impacts, some others agreed that it has impacts though it was not the direct impacts. We have been inserting experts in our entrepreneurship courses for six consecutive semesters. The experts came from industries and from lecturers that have expertise in the entrepreneur's field. We examined 164 students that have managed to complete at least one of the entrepreneurship courses. The findings showed that experts have the mediatory impacts for the students' entrepreneurial intentions.

Keywords: Mediatory Impacts, Experts, Entrepreneurial Intentions, Entrepreneurship Courses

INTRODUCTION

Entrepreneurial intention has been considered as the interesting topics to be discussed. Scholars have pros and cons on how the entrepreneurial intention (EI) could impact the development of someone – in this case is student, to be entrepreneurs. Scholars see the entrepreneurial intentions from numerous different perspectives. (Martinez et al., 2019) see EI from what dimensions that EI has. EI according to (Martinez et al., 2019) consists of three aspects: creativity, innovation, and need for achievement.

(Barba-Sánchez et al., 2022) also see that EI has three factors. Their research was taking based from the theory of Planned Behavior (Ajzen, 1991). It was stated the EI is being influenced by three aspects: behavior construct, perceived behavioral control, and social norms.

Kuttim et al., (2014) in their paper stated that entrepreneurship education has huge impact to the EI. Participation in entrepreneurship education was considered to have positive significant impacts to entrepreneurial intention.

Numerous innovation have been done to the entrepreneurial education (Wang, C., Zhang, Y., Ding, H., 2023; Wang, 2020). Innovation in entrepreneurial education was delivered with the goals to improve the involvement of the students to have better sense in entrepreneurial, and one of the expectations is the improvement of entrepreneurial intention.

One of the innovations inside entrepreneurial education is putting the expert practitioner in the classroom. The goal of this idea is to bring the real business experiences into the classroom. The expectation is to produce more flexible and employable graduates (Wang, C., Zhang, Y., Ding, H., 2023).

Wallace (2010) stated that by put the business practitioners into the classrooms would bring impacts to develop student's faith and talents. Not limited to that, it would also improve the students' entrepreneurial skills and their provision of real-world insights. This statement is seconded by (Wu & Chen, 2019).

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A different statement came from (Chen et al., 2013). They stated that based on their research, they did not find any impacts by the existence of the mentors onto the students' entrepreneurial intentions, after the mentors were being involved to the classroom.

This research's intention was to investigate the impacts of the experts – the persons who came from the industries to the students' entrepreneurial intentions in higher education institutions in various entrepreneurship courses.

LITERATURE REVIEWS

Entre Education

The development of entrepreneurship education has attracted scholars to develop various research on it. Scholars have made researchers from various points of views, which each could give new perspective on it. One of the most interesting parts of entrepreneurship education is the entrepreneurial intention aspects (references).

Entrepreneurial intentions have been suspected as one of the key aspects of the development of an entrepreneur. One of the questions that has been the main topics of scholars' debate is; does the entrepreneurship education has impacts to the entrepreneurial intentions of the students? Did it generate entrepreneurial intentions (references)? Another question is, did entrepreneurial intention is already there – which is only being emphasized by the entrepreneurship education through its entrepreneurship courses, or it was purely developed during the entrepreneurship classrooms (references). This topic remains debated up to this day.

Looking back to the Theory of Planned Behavior (TPB) by (Ajzen, 1991), TPB believe that the intention of someone to be entrepreneurs was influenced by their attitude of three aspects; entrepreneurship itself, subjective norms (i.e perceived social pressure), and self-efficacy.

The Importance of Expert's Influence

Scholars stated that bringing real-world experiences into the classrooms could have significant impacts on the students. The experts' impact might be different one to the others. Numerous scholars stated that the expert's existence in the classrooms have managed to improve the students' awareness of the real-world condition (references). Other scholars stated that the classrooms' performance, in term of developing new business idea has grown significantly (references).

Expert has been named as the most fitted figure that became the bridge between the real-world and the academic universe (references). According to numerous researches, there are huge gap between the real-world and the academic universe, which would lead to two things; the inability of the alumnae to perform as expected in the industries (for those who chose the line of being professional workers) (references), and the inability to bring the innovative yet useful and functional business ideas (for those who chose the line of being entrepreneurs) (references).

Entrepreneurial Intention

Does being entrepreneur was kicked-started from the entrepreneurs' intention right from the beginning? (References). Or the entrepreneurial intentions were just popped-up after – or during the entrepreneurship courses? (References). If it does, what was the main influence of the existence of entrepreneurial intentions? (references).

Scholars are arguing about numerous topics of entrepreneurial intentions. Long ago, (Shapero & Sokol, 1982) stated that entrepreneurial intention are influenced by perceived desirability, feasibility and propensity to act. Shapero and Sokol highlighted the role of external factors and the individual's perceived ability to have entrepreneurial activities.

Albert Bandura (1997) with the social cognitive theory emphasizes the role of self-efficacy and outcome expectations in shaping the intentions to be entrepreneurs.

METHOD

This study is quantitative research. The questionnaire was distributed to the students. The students that were involved in this research should be the students that have taken the entrepreneurship courses – at least one course. The students that were being involved in this research came from second, third, fourth and fifth semester, from random study program. We managed to gather 164 students as the respondents for this research.

The result then in being analyzed using Jamovi 2.3 version.

Research Methods

Research Type And Design

This research is quantitative research that carries out correlational research and collects cross-sectional data using a survey method that distributes questionnaires to research subjects.

Data Measure And Collection Method

The measurement method uses self-report with a Likert scale. The total number of question items in this questionnaire is 20.

Participants in this research were obtained through convenient sampling which included students that have taken entrepreneurship courses from second semester to fifth semester. Data is measured based on a Likert scale with a scale of 1 to 4 with criteria namely (1) Strongly Disagree; (2) Disagree; (3) Agree; and (3) Strongly Agree.

Research Samples

The 164 respondents for this research. The participants were taken from the students that have taken entrepreneurship courses (entrepreneurship ideation, entrepreneurship prototyping, and entrepreneurship market validation). The samples are taken from various study programs, as entrepreneurship courses are considered mandatory courses that should be taken by all students.

Specific respondent population criteria, namely (a). at least had one entrepreneurship course: (b). had experiences on having experts in their entrepreneurship courses.

Data Analysis Method

This research is going to investigate the impacts of expert to the change of the entrepreneurial intentions among the students. Each class in every course of entrepreneurship courses has at least twice expert sessions.

Researchers used Google Form to gather the data. The researchers distributed the link to students in their classrooms which consists of 180 in total. Only 184 questionnaires returned.

The data then are being analyzed by Jamovi 2.3. First, the data would be tested on its distribution. Then, researchers continued to analyze the moderation impact of the experts to the entrepreneurial intentions.

RESULT AND DISCUSSION

The main idea of this research is to find out the effectivity of experts' existence in the entrepreneurship courses – by looking at its impact the to entrepreneurial intentions of the students of those courses.

We put three variables in this research. The first variable is the independent variable which is Entrepreneurial intention – prior expert (IKA); entrepreneurial intention after expert (IKAh), and Experts (EKS). We suspected that the experts have the mediatory effects to the entrepreneurial intentions among the students that have already taken the entrepreneurship courses.

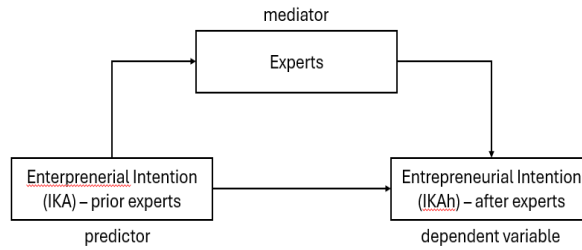


Figure 1: Research model

| Scale Reliability Statistics | |
|------------------------------|-------|
| Cronbach's α | |
| scale | 0.853 |

Our reliability test has shown that the questionnaire was quite reliable, as it was shown by the cronbach's α as much as 0.853. We went further to check the normality of the data distribution.

| Descriptives | | |
|--------------------|---------|----------|
| | IKA_TOT | IKAh_TOT |
| N | 164 | 164 |
| Missing | 0 | 0 |
| Mean | 20.8 | 19.4 |
| Median | 21.0 | 19.0 |
| Standard deviation | 3.00 | 3.27 |
| Minimum | 10 | 6 |
| Maximum | 25 | 25 |
| Shapiro-Wilk W | 0.944 | 0.941 |
| Shapiro-Wilk p | < .001 | < .001 |

As it was shown in the Tabel.2, the Shapiro-Wilk p of this research was below 0.01. Therefore, it was obvious that the data was not normally distributed. Afterward, we continued the analysis to the mediatory analysis. Since the data was not distributed normally, we used the General Linear Models in the Jamovi for the mediatory analysis. The result is as follows:

Tabel 3: Models info of Mediatory Impact of Expert on Entrepreneurial Intentions

| Models Info | | |
|------------------|------|--|
| Mediators Models | | |
| | m1 | EKS_TOT ~ IKA_TOT |
| Full Model | | |
| | m2 | IKAh_TOT ~ EKS_TOT + IKA_TOT |
| Indirect Effects | | |
| | IE 1 | IKA_TOT \Rightarrow EKS_TOT \Rightarrow IKAh_TOT |
| Sample size | | |
| | N | 164 |

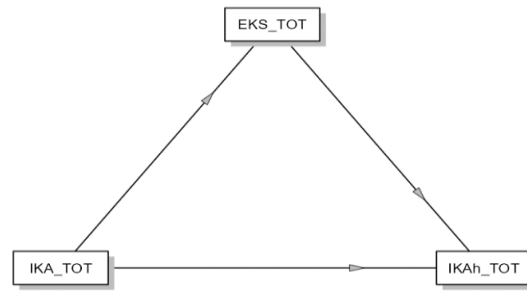


Figure 1: Conceptual Diagram by Jamovi

Tabel 4: Mediation Analysis Result by Jamovi

| Indirect and Total Effects | | | | | | | | |
|----------------------------|--|----------|--------|--------------|-------|---------|-------|--------|
| Type | Effect | Estimate | SE | 95% C.I. (a) | | β | z | p |
| | | | | Lower | Upper | | | |
| Indirect | IKA_TOT \Rightarrow EKS_TOT \Rightarrow IKAh_TOT | 0.257 | 0.0491 | 0.158 | 0.350 | 0.236 | 5.24 | < .001 |
| Component | IKA_TOT \Rightarrow EKS_TOT | 0.525 | 0.0814 | 0.354 | 0.674 | 0.497 | 6.44 | < .001 |
| | EKS_TOT \Rightarrow IKAh_TOT | 0.490 | 0.0571 | 0.382 | 0.606 | 0.476 | 8.58 | < .001 |
| Direct | IKA_TOT \Rightarrow IKAh_TOT | 0.555 | 0.0662 | 0.425 | 0.684 | 0.510 | 8.39 | < .001 |
| Total | IKA_TOT \Rightarrow IKAh_TOT | 0.813 | 0.0720 | 0.673 | 0.955 | 0.747 | 11.28 | < .001 |

Reading between the lines as it was shown in the result, we have two impacts to be discussed. First, the direct effect of IKA_TOT to IKAh_TOT which has shown a significant result ($p < 0.001$). For every improvement of IKA_TOT, the IKAh_TOT would be improved 55.5%. This means, if there was improvement on the initial entrepreneurial intentions prior to the entrepreneurship courses, the entrepreneurial intentions would be improved for about 55.5%. The β on this part shows 0.510 (positive). Therefore, the initial entrepreneurial intentions have positive impacts to the entrepreneurial intentions after the courses.

Second, the indirect effect of IKA_TOT to IKAh_TOT through EKS_TOT has shown the significant impact ($p < 0.001$). The Estimate value of the indirect effect was 0.257. This means, the IKA_TOT has 25.7% impact to the IKAh_TOT via EKS_TOT. The β also shows the positive impact (0.236). It means, the initial entrepreneurial intentions have significant positive impacts on the after-course entrepreneurial intentions through the experts' existence.

However, looking at the estimates value of both conditions above, it was shown that the expert, regardless of it has impacts, did not have much bigger impacts than if we did not have experts in the classroom (0.555 vs 0.257). This shows us that the experts' impacts was not stronger that the direct impacts of the classroom itself.

CONCLUSION

It is undeniable that the student has possessed entrepreneurial intentions prior to having their entrepreneurship courses. The studies of (Ganpathi, 2016) and (Holienska et al., 2017) emphasized that entrepreneurial intentions have had already in the mindset of the students. They then stated that although it has been there, numerous factors could have different impacts in the future such as motivations, learning approach, personal attitudes, and individual characteristics.

Emphasizing what they have stated, this research finding emphasized the fact that learning approach could have impacts to entrepreneurial intentions.

As we discussed earlier in the discussion section, the experts' existence has significant impact to the improvement of entrepreneurial intentions. However, the finding also stated that as significant as it was, the impact of the experts' existence is still lower than without it. This finding somehow goes alongside with the research of (Wasilczuk et al., 2021), that shows that expert might not have direct positive impacts though it was not hindrance as well.

To close, based on this research finding, the researchers agreed that it would be quite important to add experts into the entrepreneurship courses, although it would not be the only factors that should be considered as the supporting factors to boost entrepreneurial intentions of the students. As we understood that complex factors could have impacts to the entrepreneurial intentions of the students (Ganpathi, 2016; Holienka et al., 2017).

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